

Classroom activities

Stage 1 | Lesson two



Learning Outcomes

- **PD1-6** Understands contextual factors that influence themselves and others health, safety, wellbeing and participation in physical activity.
- **PD1-7** Explores actions that help make home and school healthy, safe and physically active spaces.
- **EN1-1A** Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations.



Resources and Preparation

Resources

- Worksheet 12 – Picture quilt outline.
- Worksheet 13 – Fruit and veg superpowers.
- Pencils for drawing and colouring.
- Cardboard.
- Optional – a selection of commonly eaten fruit and vegetables.

Preparation

1-2 days prior to lesson:

- optional – organise fruit and vegetables for display.

Prior to lesson:

- print out WS 12 – 1 per student.
- place WS 13 up on the whiteboard or print out an A3 copy, cut out shapes and stick up on the wall.
- optional – display fruits and vegetables.
- optional – make a list of commonly eaten fruit and vegetables to display on the wall or whiteboard, e.g. create a word wall.

Duration | 40 minutes

Fruit & Veg Superpowers

Students will learn about fruit and vegetable superpowers by working together to create a picture quilt. Students will identify that eating more fruit and vegetables can help them feel good.

Introduction (5 mins)

- Remind students that fruit and vegetables are food superheroes. Can they recall some of the fruit and vegetable superpowers demonstrated in the card games from lesson one?
- Advise students that they will be learning about some very special superpowers of fruit and vegetables – superpowers that help us feel good.

Activity (20 mins)

1. Ask students what their favourite fruits and vegetables are. If needed, refer to optional list (word wall) and/or display to assist with recall.
2. Display superpowers (WS 13) one by one and discuss what each one might mean. Encourage students to link back to their own experiences: going to the toilet regularly and easily (happy tummy); having cuts and grazes (healing power); being able to see in the dark (healthy eyes power); having coughs and colds (germ fighting power); having enough energy to run, jump and play (up the energy power).
3. Provide each student with a copy of WS 12.
4. Ask students to draw their favourite fruits and vegetables into the centre of the quilt piece.
5. Students write the superpowers that are most important to them around the quilt piece edging and cut the quilt piece out ready for assembly.



Conclusion (15 mins)

Class works together to arrange the quilt on cardboard to make a wall display. Class identifies and discusses the most popular fruit and vegetables and the most popular superpowers.

Assessment

- For:** Student contribution to group discussions.
- As:** Student can name fruits and vegetables. Student can identify what the various superpowers might mean to them.
- Of:** Student worksheet task. Whole of class activity.

Differentiation

- Extend:** Students analyse the class picture quilt to determine which fruits and vegetables and which superpowers were the most popular.
- Simplify:** Students complete ES1 activity.

School/Home Link

Image of picture quilt is shared with parents/carers via school publications.





